

# Pupil premium strategy statement – Golden Valley Primary School

## School overview



Detail	Data
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	17/11/2025
Date on which it will be reviewed	01/11/2026
Statement authorised by	Richard Riordan, Headteacher
Pupil premium lead	Jack Hamilton, Deputy Headteacher
Governor / Trustee lead	Pauline Davis, Link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,824.41
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 45,824.41

## Part A: Pupil premium strategy plan

### Statement of intent

Golden Valley is committed to providing every child with the highest possible quality of education and experiences, and ensuring all pupils have an equal chance to succeed - particularly the most disadvantaged. Our holistic vision intends to create a nurturing learning environment where all pupils thrive, regardless of their background or socio-economic circumstances. We recognise how every child has unique strengths and talents, and that we must ensure pupils realise this potential, are ambitious, aspire to achieve them and achieve them well. We know that High-quality teaching; targeted academic, social and emotional support; enriching extra-curricular provision and the engagement and support of the wider school community, secure the best possible outcomes.

We recognise that high-quality adaptive teaching will always be the greatest lever the school has to improve outcomes. A tailored programme of sustained professional development will support the development of staff subject knowledge and the quality of instruction in the classroom, alongside flexible groupings and explicitly taught principles of cognitive science. Our core CPD offer aligns with professional development opportunities from the LSP, the English Hub. At the heart of our offer is developmental coaching for all classroom teachers based on individual experience and needs.

We know that middle leaders play an essential role in driving and developing a culture of learning, teaching and inclusive practice. Thus, each middle leader is line managed and coached by a link senior leader.

Although these strategies serve to raise the achievement of disadvantaged pupils, they are also intended to improve attainment and progress for non-disadvantaged peers, ensuring no pupil is left behind. Rigorous assessment identifies the earliest learning gaps. Using the principles of keep up, catch up and small step teaching pupils with gaps are provided with targeted academic support.

We recognise reading is the gateway to the curriculum and becoming a fluent reader is a complex process. Reading is important for all pupils because it helps them to read for pleasure, access all subjects in the curriculum and be prepared for life. With this in mind, we are prioritising the development of the curriculum in order to motivate children to read widely and often. The reading lead has developed a diverse book spine that inspires and motivates all readers.

As evidence consistently shows the positive impact that targeted academic support can have - especially for those not making expected progress across all subjects, skilled staff will deliver a programme of rigorous and targeted programmes of additional support to close any gaps. The nature of the support is far-reaching, including but not limited to: Speech, Language and Communication, Phonics and Early Reading, Reading, Maths and 'Self-regulation'. 43% of our Pupil Premium pupils are being monitored for or are identified as having SEND needs, this means that our Graduated Response is intrinsically linked to our Pupil Premium strategy.

We also acknowledge the negative impact that non academic barriers to success have on many of our disadvantaged pupils. A robust attendance policy is supported by staff at levels - from teaching staff through to the wider Senior Leadership Team. This includes

regular and robust monitoring to ensure all pupils and their families receive the right support at the right time, and that statutory processes are adhered to. The school continues to develop the use of the Nest to provide a place for quiet reflection and structured, behavioural and emotional support. This is complemented by the school's commitment to teaching all children the strategies required to self-regulate both their emotions and behaviour aligned to the Six Principles of Nurture.

Disadvantaged pupils are targeted for extracurricular activities, too. After-school clubs and competitions are led by both highly skilled staff and external experts to ensure the highest possible quality of provision. We have developed a trips and visits calendar to ensure that all pupils are given opportunities to learn and grow in a variety of contexts.

The wider Pastoral Team will continue to develop practice and provision for vulnerable pupils. Our Learning Mentor and Deputy Headteacher (SENDCo) will provide bespoke mentoring programmes with a particular focus on disadvantaged pupils; developing mental well-being, improving attendance; reducing instances of unwanted behaviour; and improving a range of academic and non-academic outcomes. There will be a particular focus on self-regulation, emotional literacy, social skills, self-efficacy and positive relationships.

Our tiered approach aims to target the whole child; to raise standards for all children, mitigating any circumstances that may impede or hinder their success through high-quality teaching and assessment, targeted academic support and the wider strategies we know make such valuable contributions to the achievements of all children; particularly the most disadvantaged.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring that priority learners are supported to achieve their academic potential by closing learning gaps. This will be achieved through access to high quality adaptive teaching and, where needed, evidence-based interventions tailored to their individual needs
2	Disadvantaged pupils' attendance is generally lower than their peers
3	Ensuring reading attainment levels for priority pupils, including phonics, are in line or above national attainment in order to all pupils to access and benefit from a full curriculum offer
4	Ensuring writing attainment levels for priority pupils are in line or above national attainment in order for all pupils to record their ideas, show understanding of learning and to showcase their creativity across the curriculum

5	Ensuring that the emotional regulation and well-being of priority pupils is prioritised, with a particular focus on fostering resilience to help navigate academic and social challenges, including during periods of transition.
6	Ensuring that all children within our school community have equitable access to cultural capital. For our priority learners, we aim to provide targeted support where needed, enabling them to participate fully in a rich range of extra-curricular experiences, including trips, residential opportunities, and after-school clubs.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment of priority pupils is at least in line, and in many cases, exceeds national averages.	<ul style="list-style-type: none"> <li>• High standards of phonics attainment in EYFS and KS1</li> <li>• MTC mean score in line with or above cohort</li> <li>• % of priority pupils achieving the expected standard or above in combined reading, writing and maths is above the national average</li> <li>• Strong progress from starting points is demonstratable for all priority learners, even if age expected outcomes are not achieved</li> </ul>
Disadvantaged pupils achieve their academic targets in Maths, Reading and Writing	<ul style="list-style-type: none"> <li>• Pupils receive targeted academic support through small-group teaching</li> <li>• Professional development further supports high-quality teaching</li> </ul>
Higher overall attendance rates Reduced persistent absence	<ul style="list-style-type: none"> <li>• A reduction in the number of priority</li> <li>• pupils who are persistently absent</li> <li>• - Effective use of external support</li> <li>• services including EWO, school nursing</li> <li>• team and other agencies to support in</li> <li>• removing attendance barriers</li> <li>• - School to have a good working</li> </ul>

	<ul style="list-style-type: none"> <li>• relationship with all families who fall into</li> <li>• the PA category and a holistic</li> <li>• understanding of each individual</li> <li>• circumstance</li> </ul>
Improved reading attainment for priority pupils including phonics and early reading.	<ul style="list-style-type: none"> <li>• A higher percentage of priority pupils reach or exceed the expected standard in reading when compared to national data.</li> <li>• Number of priority pupils who pass the PSC is above national data</li> <li>• Quality and genre of texts is carefully considered to inspire as well as support curriculum delivery, increase cultural capital and support emotional regulation.</li> </ul>
Improved writing attainment for priority pupils.	<ul style="list-style-type: none"> <li>• A higher percentage of priority pupils reach or exceed the expected standard in writing when compared to national data.</li> <li>• Evidence based spelling and handwriting strategies are implemented across the school and pupils</li> </ul>
Priority pupils demonstrate emotional resilience and regulation.	<ul style="list-style-type: none"> <li>• Approach to supporting positive behaviour is based on relationships and principles of Nurture.</li> <li>• Achieve Nurture UK accreditation ensuring that the 6 principles of nurture are well embedded</li> <li>• Boxall data is used to identify, track and tailor provision to support the emotional needs of priority pupils</li> <li>• Menu of evidence based intervention available to support SEMH needs</li> <li>• Transition plans are tailored to meet the needs of priority pupils</li> </ul>
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	<ul style="list-style-type: none"> <li>• Experiences and visitors planned for all pupils across the year designed to enrich the curriculum offer</li> <li>• Provision of a wide range of extracurricular activities accessed by priority pupils at no cost or a subsidised rate to allow children equal access to experiences</li> </ul>

	<ul style="list-style-type: none"> <li>Funded wraparound care places for priority pupils who require this support</li> </ul>
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### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,147.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design, deliver and implement a professional development programme to implement principles of adaptive teaching in the classroom	<p>Tailoring instructional strategies through adaptive teaching can enhance learning outcomes by addressing individual needs and thus secure more rapid progress.</p> <p><b>EEF, <i>Teaching and Learning Toolkit: Individualised Instruction (2022)</i>. EEF Website - <a href="#">here</a></b></p>	1,3,4
A programme of professional development ensures learning and assessment pathways support vulnerable pupils - including disadvantaged learners - to make accelerated progress	<p>We know that tailored pathways through pupils' learning journeys that are underpinned by rigorous diagnostic assessment, can result in more impactful teaching and learning experiences.</p> <p><b>EEF Embedding formative assessment - <a href="#">here</a></b></p> <p><b>EEF Teaching and Learning Toolkit - <a href="#">here</a></b></p>	1,3,4,5
Middle leader's professional development to ensure the needs of all pupils are met, including disadvantaged learners' accelerated progress	<p>We know that a leadership environment that is supportive and developmental is conducive to effective implementation</p> <p><b>EEF - <a href="#">Putting evidence to work - A school's guide to effective implementation.</a></b></p> <p><b>EEF - <a href="#">SEND in mainstream schools</a></b></p> <p><b>Education management and school leadership - <a href="#">The importance of middle leadership in school improvement</a></b></p> <p><b><a href="#">SAGE journals Jan 2023 p267-p525</a></b></p>	1,3,4,5

Release Senior Leaders to ensure staff have in-depth subject knowledge across the curriculum to secure adaptive, bespoke teaching that meets individual needs and builds on the necessary skills, knowledge and understanding required to make rapid progress	The best available evidence indicates that effective teaching is the most important lever schools have to improve outcomes for their pupils, particularly the most disadvantaged <b>EEF guide to supporting school planning</b> - High-quality <a href="#">teaching for all</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,456.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior and middle leaders released from classroom teaching responsibilities to assure high-quality targeted academic support across the school	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making sufficient progress across the spectrum of achievement. EEF School Improvement Planning - <a href="#">Targeted Academic support</a> EEF <a href="#">Making Best Use of Teaching Assistants</a>	1, 2, 3
Daily Unlocking letters and sounds interventions Daily Unlocking reading fluency interventions	<a href="#">DfE Reading Framework 2023</a>	1,3,4
Pre-teaching for identified pupils: Structured pre-teaching to stop learning gaps before they open.	EEF - <a href="#">extending school time</a> & <a href="#">Small group tuition</a>	1,3,4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,220.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Principles of Nurture embedded across the school (Nurture UK accreditation achieved)	EEF: <a href="#">Improving Social and Emotional Learning in Primary Schools 2019</a>	2,5,6
Zones of regulation – a whole-school social emotional learning curriculum and regulation programme	EEF: <a href="#">Improving Social and Emotional Learning in Primary Schools 2019</a>	2,5,6
<p>Learning Mentor to support with emotional regulation, attendance &amp; targeted SEMH interventions.</p> <p>Activities include:</p> <p>Daily check-ins with families with low attendance rates</p> <p>Termly coffee mornings for parents</p> <p>Regular supportive meetings with families to support attendance</p> <p>Delivery of targeted 1:1 or small group interventions including Beyond the Boxall, Zones of Regulation, Chill Zone</p> <p>Early start in the Nest for children who are struggling</p>	<p>EEF – <a href="#">parental engagement</a></p> <p>EEF – <a href="#">social and emotional learning</a></p>	2,5,6
Ensure a 50% representation on pupil leadership opportunities	Chartered College of Teaching - <a href="#">The role early student leadership</a>	2,5,6
Subsidise residential visits to enrich the curriculum for all children.	EEF – <a href="#">physical activities</a>	5,6
Fund places at extra-curricular clubs, breakfast and after-school club.	EEF – Magic breakfast club	2,5,6

**Total budgeted cost: £45,824.41**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

	GV all	GV PP	National	GV to National	GV PP to national
GLD (EYFS)	79%	100%	69%	+10%	+31%
<ul style="list-style-type: none"> <li>This is based on the outcome of 1 pupil.</li> </ul>					
	GV all	GV PP	National	GV to National	GV PP to national
Phonics	92%	75%	80%	+12%	-5%
<ul style="list-style-type: none"> <li>This is based on 4 pupils with our 4<sup>th</sup> pupil scoring 31 marks (32 = pass)</li> <li><b>Y2 Cumulative 100%</b></li> </ul>					
	GV all	GVPP	National	GV to National	GV PP to national
Y4 MTC Full Marks	70%	70%	38%	+32%	+32%
<ul style="list-style-type: none"> <li><b>Disadvantaged significantly above national cohort</b></li> <li>Cohort significantly above National</li> <li>Disadvantaged in line with school cohort</li> </ul>					
	GV all	GV PP (PP no SEND)	National	GV to National	GV PP to national
KS2 Maths	92%	60% (75%)	74%	+18%	-14% (+1%)
KS2 Reading	88%	60% (75%)	75%	+13%	-15% (=)

KS2 Writing	80%	60% (75%)	72%	+18%	-12%(+3%)
KS2 RWM	82%	60% (75%)	62%	+22%	-2% (+15%)
<ul style="list-style-type: none"> <li>• Cohort attainment better or in line with national</li> <li>• PP children (5) below national in individual subjects but in line with national at combined.</li> <li>• Disadvantaged attainment (no SEND) in line or better than national ALL attainment</li> </ul>					

July 25	R	W	M	C
ALL PP	53%	41%	59%	32%
PP no SEND (including M list)	69%	85%	92%	62%
National KS2	75%	72%	74%	62%

- PP children achieve below all children when compared to end of KS2 national outcomes with the gap largest in writing then reading.
- When comparing all PP children(no SEND) to end of KS2 national outcomes, these children achieve above national in writing and maths and in line with national combined RWM but below national in reading.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Jigsaw – PHSE	Jigsaw
Times Table Rockstars / Numbots	Maths Circle